

Lent 2
Science Year 1: Animals including Humans (Biology)

Scripture Link: 1 Proverbs 30:2

National Curriculum Objective

Enquiry Question: What is the human body and which group do we belong to?

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To know the basic parts of the human body	To know the 5 senses and which body part is associated with which sense (taste, sight)	To know the 5 senses and which body part is associated with which sense (smell, touch, hearing)
Recall and Retrieval	can identify parts of the body. can identify the five senses can identify different ways to keep myself healthy	can locate the main parts of the human body can name the main parts of the human body	can identify which parts of the body are linked to two of the senses. order human lifecycle from birth to old age
Sequence of substantive knowledge throughout the lesson	I can name the main parts of the human body. I can locate the main parts of the human body.	I know that humans have 5 main senses. I can name 2 of the main senses. I can identify which parts of the body are linked to those senses.	I know that humans have 5 main senses. I can name the other 3 of the main senses. I can identify which parts of the body are linked to those senses.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Identifying and classifying. Using their observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Identifying and classifying. Using their observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Identifying and classifying. Using their observations and ideas to suggest answers to questions.
Key Vocabulary	Head, body, eyes, ears, mouth, teeth, leg	Head, body, eyes, ears, mouth, teeth, leg, taste, sight.	Head, body, eyes, ears, mouth, teeth, leg, taste, sight, smell, touch, hearing
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			

Scaffolding	Teacher to question children and give children some prompts as to what they might like to find out	Mixed ability groups	Teacher to scribe where needed.
Challenge	Listen to children and tell them to write down things they can see or what link. Small groups.	Teacher to scribe where needed.	
Diversity Links			
Catholic Social Teaching Principles	Human Dignity – We are all different and amazing		
British Values			
Wider links			

Lent 2
Science Year 1: Animals including Humans (Biology)

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know how to sort and classify animals using simple characteristics	To know what a vertebrate and an invertebrate are	To know what carnivores, herbivores and omnivores are
Recall and Retrieval	know that humans have 5 main senses. Can name and locate the parts of the body associated with those 5 senses.	can identify the various stages of the life cycle can identify some main animal categories	know what a vertebrate is know what an invertebrate is can describe the differences between these categories
Sequence of substantive knowledge throughout the lesson	I can identify some main animal categories. I can sort animals using simple characteristics. I know what an amphibian is: cold-blooded vertebrates that don't have scales. They live part of their lives in water and part on land. I know what a reptile is: an air-breathing animal that has scales instead of hair or feathers. I know what a mammal is: an animal that breathes air, has a backbone, and grows hair at some point during its life	I know what a vertebrate is: organisms which have an internal backbone surrounded by bone I know what an invertebrate is: animals without a backbone or bony skeleton I can describe the differences between these categories.	I know what a carnivore is: an animal that mostly eats other animals I know what an herbivore is: an organism that feeds mostly on plants I know what an omnivore is: animals that eat both plants and other animals. I can name some animals that belong in each group.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions.
Key Vocabulary	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses.	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses.	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses.
Main teaching activity <i>If the school has another short</i>			

<i>term planning format, this does not need to be included.</i>			
Scaffolding	Teacher to model initially. Visual aids if needed.	Teacher to model initially. Visual aids if needed.	Teacher to model initially. Visual aids if needed.
Challenge	Point, say and ask children to repeat so less able learners can understand the language related to different body parts.	Point, say and ask children to repeat so less able learners can understand the language related to different body parts.	Point, say and ask children to repeat so less able learners can understand the language related to different body parts.
Diversity Links			
Catholic Social Teaching Principles	Human Dignity – We are all different and amazing		
British Values			
Wider curriculum links			